DOCUMENT RESUME

ED 456 561 EA 031 293

| | |
|---|---|
| AUTHOR | Spady, William |
| TITLE | Beyond Counterfeit Reforms: Forging an Authentic Future for All Learners. A Scarecrow Education Book. |
| ISBN | ISBN-0-8108-4009-X |
| PUB DATE | 2001-00-00 |
| NOTE | 235p.; Foreword by Ian Jukes. |
| AVAILABLE FROM | Scarecrow Press, Inc., 15200 NBN Way, P.O. Box 191, Blue Ridge Summit, PA 17214 (paper: ISBN-0-8108-4009-X, $19.95; cloth: ISBN-0-8108-4008-1, $49.95). Tel: 800-462-6420 (Toll Free); Fax: 800-338-4550 (Toll Free). |
| PUB TYPE | Books (010) -- Reports - Evaluative (142) |
| EDRS PRICE | Document Not Available from EDRS. |
| DESCRIPTORS | *Educational Change; Educational History; Elementary Secondary Education; *Grading; *Grouping (Instructional Purposes); Life Satisfaction; *Lifelong Learning; Models; Quality of Life; Quality of Working Life; School Role; *Standardized Tests |
| IDENTIFIERS | *Reform Efforts |

ABSTRACT

Current educational reforms can be described as top-down, heavy-handed, and test driven. But they are not based on research about how children learn best or how they become enthusiastic, competent, and independent thinkers for life. Such accepted practices as grading, grouping by age, and teaching to pass standardized tests are completely at odds with current research. Creativity in all areas of life and competence beyond the verbal and quantitative skills need to be emphasized. A student can be considered an achiever in school and then, after graduating, be underemployed in the fast-changing high-tech world of the global economy. Custody is certainly not achievement (average daily attendance). Neither are compliance, competition, or knowing content. Competence is about applying knowledge in meaningful ways. The practical and applied are as important as what is called academic. In the first five chapters, the entire paradigm of school is examined in light of current research. The flaws in the standards-based reform movement or any other reform that does not transform the entire nature of education are made clear. The last five chapters present five steps for strategic design of the Total Learning Community, which emphasizes human potential, human learning, the domains of living, future conditions, and life performance. (Contains 45 References.) (RKJ)

Reproductions supplied by EDRS are the best that can be made
from the original document.